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AKU NO KYOUTEN

by KISHI Yuusuke & KARASUYAMA Eiji

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Aku no Kyouten v1 c03

Credits
Translator: BakaRena
Proofreader: Kusunoki-chan
Cleaner: Haelle
Typesetter: IceQueenMiki
QC: Fathom

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INFIRMARY
OH, MY.
HASUMI-SENSEI...
HELLO! TAURA-SENSEI.
UM, WHERE'S MIZUOCHI-SENSEI?
SHE JUST WENT OUT.
SHE'LL COME BACK SOON.
WHAT DO YOU WANT WITH HER?

I JUST WANT TO DISCUSS SOMETHING WITH HER.
HMM, SO YOU DIDN'T COME HERE TO SEE ME.
WAIT TAURA-SENSEI. IT'S NOT LIKE THAT...
THEN, WILL YOU ACCOMPANY ME TONIGHT?
SANADA-SENSEI WILL BE THERE TOO...
GEEZ, I'M JEALOUS ARE YOUNGER GIRLS SO MUCH BETTER?
OUCH!
ERMM..
!
MIZUOCHI-SENSEI.

Lesson of the evil
悪の教典
Lesson 3

SO IT'S ABOUT TADENUMA-KUN AND MAEJIMA-KUN..
LET ME SEE...
KON-ESTLY, I'M NOT SURE.
I HAVE THE DUTY TO PROTECT INFORMA-TION.
AND I DON'T THINK IT'S A GOOD IDEA TO USE THE RESULTS OF STUDENTS PSYCHOLOGICAL TESTS
FOR YOUR CLASS MAN-AGEMENT..
I UNDER-STAND YOUR CONCERN, MIZUOCHI-SENSEI.
BUT I WOULD LIKE YOU TO UNDER-STAND
THAT I PUT MY STUDENTS BEFORE EVERYTHING.
RIGHT NOW, YEAR 2 CLASS 4
HAS QUITE A FEW UNDERLYING PROBLEMS.

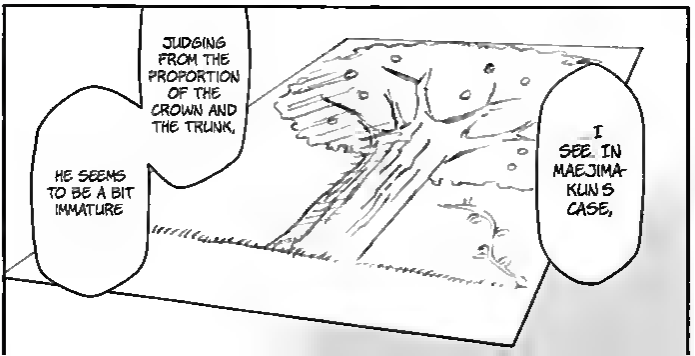
I THINK THAT THE TROUBLED STUDENTS...
WOULD BE GLAD TO TELL US ABOUT THEIR PROBLEMS
NEW PROBLEMS KEEP EMERGING,
AND WE TEACHERS SIMPLY DON'T NOTICE THEM.
HOWEVER, MANY OF THEM
DON'T KNOW HOW TO PUT THEM INTO WORDS.
YOU'RE RIGHT...
IT SEEMS THAT KIDS NOWADAYS ARE BAD AT VERBAL EXPRESSION.
MOREOVER, THEY MIGHT NOT EVEN BE
FULLY AWARE OF THEIR OWN PROBLEMS
MAEJIMA FREQUENTLY VISITED THE INFIRMARY AT THE BEGINNING OF LAST YEAR
DID HE RECEIVE ANY COUNSELING FROM YOU DURING THAT TIME?
YES, ABOUT 4 OR 5 TIMES...

I HEARD HE STOPPED VISITING THE INFIRMARY HALFWAY THROUGH THE SECOND SEMESTER.
YES... IT STOPPED AS WELL.
SINCE THEN, THE COUNSELING, TOO.
WHAT DID HE DISCUSS WITH YOU?
I CAN'T TELL YOU THAT.
IT'S HARD FOR ME TO TELL.
WAS HIS PROBLEM SOLVED?
FORTUNATELY FOR US, THE SCHOOL YEAR HAS JUST STARTED.
I HAVE TO DO SOMETHING AS SOON AS POSSIBLE
IF WE ACT NOW, WE CAN STILL SOLVE IT.
ACTUALLY, RIGHT NOW...
ONE OF THE PROBLEMS IN MY CLASS IS BULLYING.

THE SITUATION CAN BECOME IRREVOCABLE.
BUT IF WE MISS THE TIMING.
HOWEVER, NEITHER OF THEM WOULD SAY A THING.
THAT'S WHY I'D LIKE TO SEE THEIR PSYCHOLOGICAL PROFILES.
THE STUDENTS WHO ARE INVOLVED IN BULLYING ARE TADENUMA AND MAEJIMA, RIGHT?
RIGHT.
HASUMI-SENSEI! YOU DON'T HAVE TO... PLEASE STOP
THIS IS ALL FOR THE SAKE OF OUR STUDENTS.
I'M ASKING FOR YOUR COOPERATION.

Being the school counselor often makes me feel frustrated and alienated.
I'm just an outsider at the end of the day. There's nothing I can do even if I listen to the students' problems.
But when a teacher makes a request so humbly,
claiming it's for the sake of solving the bullying problem, I can hardly refuse him.

I UNDERSTAND.
BUT PLEASE ENSURE THE STUDENTS' PRIVACY.
FOR INJURIES
THANK YOU VERY MUCH


I SEE. IN MAEJIMA-KUN'S CASE,
JUDGING FROM THE PROPORTION OF THE CROWN AND THE TRUNK,
HE SEEMS TO BE A BIT IMMATURE

The Baum Test.

The subject is asked to draw a tree on an A4 paper with a 4B pencil.

It is one of the most popular personality tests.

USING THE SIZE OF THE CROWN AS THE STANDARD, THE LENGTH OF THE TRUNK

IS INVERSELY PROPORTIONAL TO THE SUBJECT'S MENTAL DEVELOPMENT, RIGHT?

MAEJIMA-KUN'S IS ON THE LEVEL OF AN ELEMENTARY SCHOOL STUDENT

OF COURSE, THIS DOESN'T TELL US EVERYTHING ABOUT HIS MENTAL AGE THOUGH.

THE WHOLE PICTURE WAS DONE WITH LIGHT STROKES AND LOOKS MORE LIKE A SKETCH,

WHICH I BELIEVE INDICATES A WEAK WILL.

BESIDES, CHISEL-POINT HATCHING* SIGNIFIES HIGH SENSITIVITY.

THE SHADING ON THE LEFT SIDE OF THE TRUNK IS A SIGN OF INTROVERSION.

T/N: * HERE IT REFERS TO THE SHADING TECHNIQUE WHERE ONE DRAWS WITH THE PENCIL FLAT AGAINST THE PAPER.

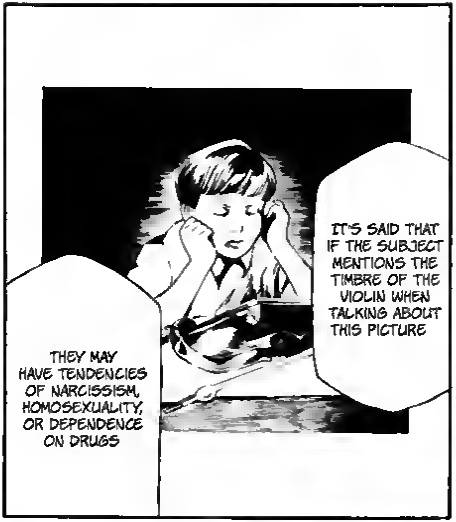
But this picture...
Maejima displays several characteristics that could make him a target for bullying.
Mizuochi Satoko's analysis seems to fit well.
THE STROKES ARE EXTREMELY STRONG AND THE RIGHT PART OF THE TREE GOES BEYOND THE PAPER.
THIS INDICATES A TENDENCY TO LOSE CONTROL.
THIS IS TADENUMA-KUN'S TREE.
IT CONTRASTS WITH MAEJIMA-KUN'S, DOESN'T IT?
A SIGN SHOWING THAT HE FEELS CONSTRAINED BY THE SURROUNDING ENVIRONMENT.
THEN AGAIN, THIS ONE BRANCH LOOKS LIKE IT'S BEEN CROPPED OFF.
ON THIS SIDE, SOME BRANCHES END WITH A SHARP POINT, WHICH SIGNIFIES AGGRESSIVENESS.

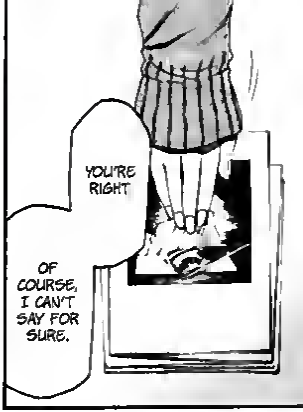
...TO ADD FLOWERS OR FRUITS TO THE CROWN
INDEED, GIRLS ARE MORE INCLINED
MAEJIMA'S TREE LOOKS LIKE IT WAS DRAWN BY A GIRL?
DON'T YOU THINK THAT
...MIZUOCHI-SENSEI.
I'VE HAD THIS IMPRESSION FOR A WHILE NOW
THIS PICTURE ISN'T ENOUGH...
THEN HOW ABOUT HIS TAT?
HAS HE UNDER-TAKEN THAT DIAGNOSIS?
DO YOU THINK MAEJIMA SHOWS SOME FEMININE TENDENCIES?

Thematic Appereception Test (TAT)
A psychological test in which the subject is shown monochrome pictures printed on cards
and asked to describe the scenes depicted through storytelling
I TOOK THIS ONE MYSELF IN THE PAST.
I SEE. BUT I'M STILL NOT SURE IF I SHOULD TELL YOU ABOUT THAT...
OF COURSE, I DIDN'T ASK HIM ABOUT THE DETAILS..
I HEARD IT FROM MAEJIMA HIMSELF
HOW DID YOU KNOW THAT MAEJIMA-KUN HAD TAKEN THE TAT...?

NOTE (REFERENCE) "THEMATIC APPERCENTION TEST" HENRY A. MURRAY M.D. / HARVARD UNIVERSITY PRESS

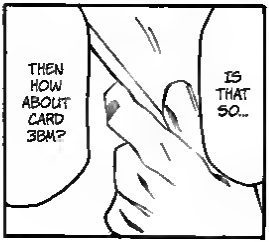
IT SEEMS THAT MAEJIMA IS CALLED A "QUEER" WHEN HE'S BEING ABUSED.
WHAT DO YOU THINK, SENSEI?
DOES HE REALLY HAVE HOMOSEXUAL TENDENCIES OR GENDER IDENTITY DISORDER?
EVEN IF YOU'RE HIS HOMEROOM TEACHER, IS THERE REALLY A NEED TO PROBE INTO THAT?
I THINK THAT SEXUAL PREFERENCE IS A PERSON'S PRIVATE MATTER.
USUALLY, I AM FIRMLY AGAINST INTERFERING IN THIS KIND OF MATTER.
BUT IN THIS CASE, IF IT IS THE CAUSE OF BULLYING, THEN I MUST KNOW ABOUT IT.
IT'S ALL FOR PROTECTING MAEJIMA.
.....


IT'S SAID THAT IF THE SUBJECT MENTIONS THE TIMBRE OF THE VIOLIN WHEN TALKING ABOUT THIS PICTURE
THEY MAY HAVE TENDENCIES OF NARCISSISM, HOMOSEXUALITY, OR DEPENDENCE ON DRUGS


YOU'RE RIGHT
OF COURSE, I CAN'T SAY FOR SURE.

BUT I BELIEVE HIS REACTION TO CARD I WAS QUITE DISTINCTIVE

YEAH.
HE SAW THIS PICTURE AS A BOY IMAGINING THE BEAUTIFUL TIMBER OF THE VIOLIN IN FRONT OF HIM.
AND MAEJIMA MENTIONED IT?


THEN HOW ABOUT CARD 3BM?
IS THAT SO...

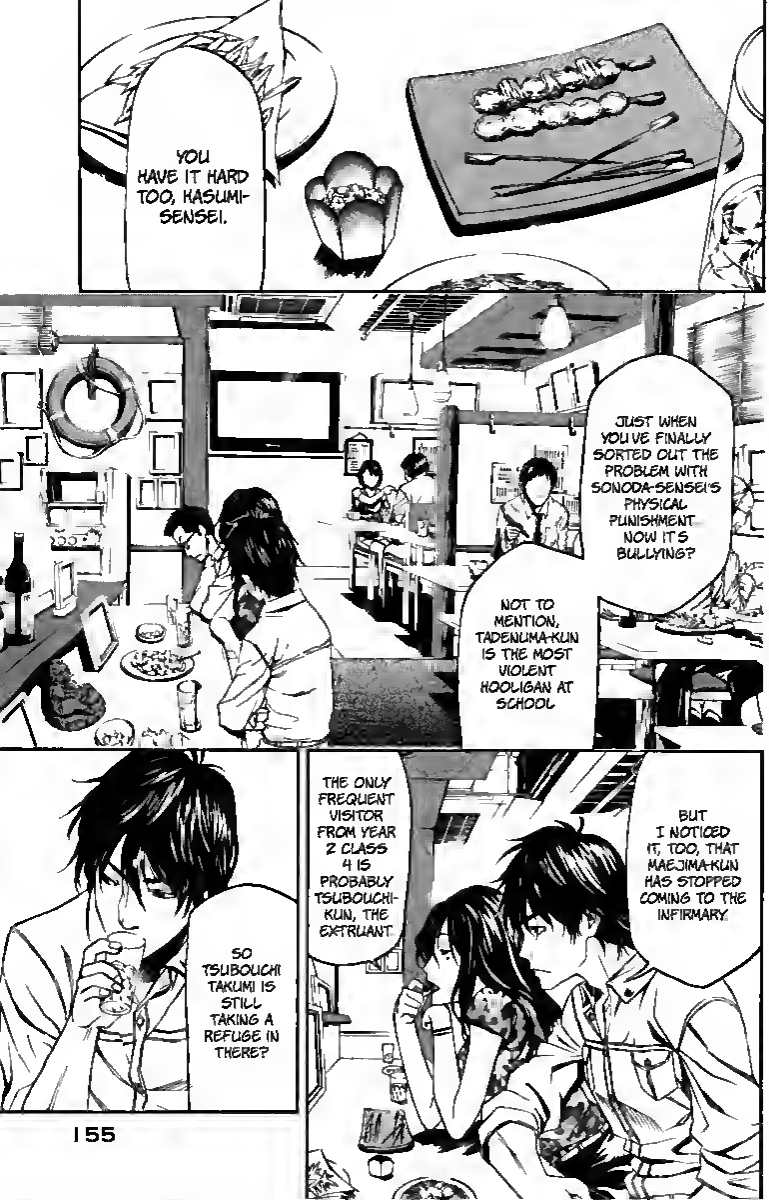
HE SEEMED TO LIKE MUSIC TO BEGIN WITH
HE TALKED EXPANSIVELY ABOUT THE RICHNESS AND SOFTNESS OF THE SOUND

CARD 3BM REFLECTS THE SUBJECT'S NEGATIVE SELF-IMAGE AND AGGRESSIVENESS
MAEJIMA-KUN IDENTIFIED THIS FIGURE AS A WOMAN... IT'S SAID TO BE A SIGN OF LATENT HOMOSEXUALITY.
WHAT ABOUT CARD 9BM?
HE SAID THE MEN IN THE PICTURE PROBABLY FELT VERY UNCOMFORTABLE...
I SEE THIS...
IS ANOTHER TYPICAL SIGN OF HOMOSEXUAL TENDENCIES, ISN'T IT?
YEAH, THAT'S RIGHT.
YOU SEEM VERY KNOWLEDGEABLE ABOUT IT, KASUMI-SENSEI
!
THE CARDS YOU'VE PICKED ARE ALL INDICATORS OF HOMOSEXUALITY
IT'S A BIT SURPRISING.
NO... IT'S NOT LIKE THAT.

I WAS JUST INTERESTED AND READ A BOOK ABOUT IT BEFORE.
IS THAT SO?
BUT...
MAYBE I SHOULDN'T HAVE TOLD YOU ALL OF THIS AFTER ALL.
ACTUALLY... YOU'RE THE SECOND PERSON I TOLD ABOUT THE TESTS, KASUMI-SENSEI.
SECOND?
IT WAS LAST SUMMER.
THE ART TEACHER KUME-SENSEI BROUGHT A FEW DRAWINGS DONE BY HIS STUDENTS IN CLASS
AND ASKED FOR MY OPINION ABOUT THEM
HE SAID HE COULDN'T OVERLOOK ANY SUBCONSCIOUS SIGNS DISPLAYED BY THE STUDENTS...
ONE OF THEM WAS MAEJIMA-KUN'S DRAWING.
Year 1 Class 3
Maejima Masahiko

He doesn't seem like the type to take such interest in student affairs...
Art teacher Kume Takeki
He keeps to himself even in the staff room.
I DIDN'T KNOW HE WAS SO SENSITIVE TO SUCH PROBLEMS.
YEAH, AND HE'S A VERY GOOD LISTENER TOO...
EVEN MAEJIMA'S TAT?
BECAUSE THERE WAS A TREE IN ONE OF THE DRAWINGS, WE TALKED ABOUT THE BAUM TEST.
UNDER-STOOD..
HE ASKED ME TO SHOW HIM MAEJIMA'S PROFILE FOR FURTHER STUDY AND I LET SLIP MANY THINGS

PROBLEMS KEEP POPPING UP ONE AFTER THE OTHER I'M STARTING TO FEEL ODD MYSELF
I'LL COME FOR A PERSONAL COUNSELING NEXT TIME
YOU'RE WELCOME
THAT WAS VERY HELPFUL THANK YOU VERY MUCH.
I'LL TAKE MEASURES BEFORE IT ESCALATES ANY FURTHER
WHY?
INFIRMARY
I THINK YOU'LL BE OKAY, KASUMI-SENSEI
YOU ARE THE MOST EMOTIONALLY STABLE PERSON IN THIS SCHOOL.
AS I SEE IT,
AHAHAHA.
HOW COLD OF YOU, MIZUOCHI-SENSEI.


YOU HAVE IT HARD TOO, KASUMI-SENSEI.
JUST WHEN YOU'VE FINALLY SORTED OUT THE PROBLEM WITH SONODA-SENSEI'S PHYSICAL PUNISHMENT NOW IT'S BULLYING?
NOT TO MENTION, TADENUMA-KUN IS THE MOST VIOLENT HOOLIGAN AT SCHOOL
BUT I NOTICED IT, TOO, THAT MAEJIMA-KUN HAS STOPPED COMING TO THE INFIRMARY
THE ONLY FREQUENT VISITOR FROM YEAR 2 CLASS 4 IS PROBABLY TSUBOUCHI-KUN, THE EXTRUANT
SO TSUBOUCHI TAKUMI IS STILL TAKING A REFUGE IN THERE?

WAS IT MY FAULT?
...PUT THE BULLIES AND THE BULLIED KIDS TOGETHER WHEN HE WAS DIVIDING STUDENTS INTO CLASSES.
RIGHT, BECAUSE A CERTAIN SOME-ONE...
HMM~
IT COULDN'T BE HELPED, YOU KNOW.
THAT WAS THE RESULT OF COMPROMISES MADE UNDER POLITICAL PRESSURE.
THERE IS AN EXTREMELY CROOKED TEACHER..
MORE IMPOR-TANTLY, IN OUR SCHOOL.
THAT'S RIGHT HASUMI-SENSEI DID NOTHING WRONG!
I FEEL ASHAMED TO BE HIS FELLOW TEACHER, NOT TO MENTION WE TEACH THE SAME SUBJECT..
TAKING REBATES FROM OTHERS AND FILLING HIS OWN POCKETS.

THAT GUY SHOULD BE DE-NOUNCED.
SERVES HIM RIGHT.
THE SAME SUBJECT..
ARE YOU TALKING ABOUT TSURII-SENSEI?
WHAT DOES THAT MEAN, SANADA-SENSEI?
NO, ONLY THAT MY STUDENTS HAVE BEEN DISRUPTING HIS LESSONS
YEAH HAVE YOU HEARD ANYTHING ABOUT HIM, HASUMI-SENSEI?
HE'S EVEN TRYING TO HAVE HASUMI-SENSEI REPLACED
TO MAKE THINGS WORSE, TSURII HAS GOT A HOLD ON THE PRINCIPAL'S WEAKNESS.

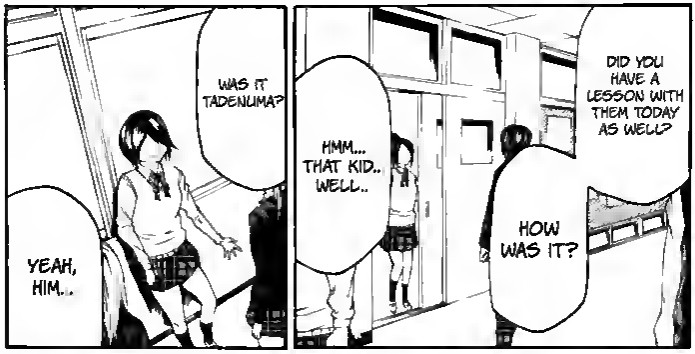
SANADA SENSEI...
CAN YOU TELL ME MORE ABOUT IT?
ACTUALLY, ONE DAY...
I OVERHEARD THE TWO OF THEM TALKING BY CHANCE.
TSURII SAID HE WAS GOING TO EXPOSE SOMETHING.
DON'T BE RIDICULOUS!
PRINCIPAL'S OFFIC
HE WAS OBVIOUSLY THREATENING THE PRINCIPAL
...YOU WERE ALSO AN ACCOMPLICE.
TSURII DEMANDED SOMETHING TO BE DONE ABOUT CLASS 4,
AND SUGGESTED TO HAVE YOU REPLACED, HASUMI-SENSEI...

IT NOW MAKES SENSE IF IT'S ABOUT THE CLASS DISRUPTION
BUT THE PRINCIPAL OBVIOUSLY COULDN'T JUST REPLACE A HOMEROOM TEACHER, SO HE REFUSED.
STILL, FOR HIM TO BE SO OVERBEARING...
DO YOU KNOW WHAT TSURII-SENSEI HAS ON THE PRINCIPAL?
NO IDEA. I DON'T KNOW ABOUT THAT EITHER...
BUT TAURA-SENSEI...
'CAUSE I WAS BORED...
Who'd have thought such a thing happened behind my back.
HEY, STOP IT, YOU TWO.
BOOZE SHOULD BE DRUNK HAPPILY.
Still, even Tsurii has his own skeleton in the closet.
I need to pay attention to him too while dealing with Tadenuma.

Hey, Tree, take this!
cricket

ACK?!
OUCH!
WHAT ARE YOU DOING, IDIOT?
?
!!
HEY, YOU, WAIT...
UWAA, CRAP!

HELLO, TSURII-SENSEI.
IT SEEMS THAT MY CLASS IS ALWAYS ROWDY.
SORRY FOR ALL THE TROU-BLE THEY'VE CAUSED YOU.


DID YOU HAVE A LESSON WITH THEM TODAY AS WELL?
HOW WAS IT?
HMM... THAT KID.. WELL..
WAS IT TADENUMA?
YEAH, HIM..

JUST THAT KID.. YOU KNOW.
COULD YOU TALK TO HIM?
OF COURSE I WILL HAVE A PROPER WORD WITH HIM.
THANKS.

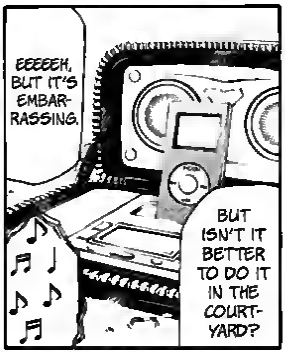
HMM?

KASUMIN!
YOU GUYS AREN'T HALF BAD!
GOOD! GOOD!

11°4
!

HASUMIN?

ME?
HEY, HEY WHY DON'T YOU DANCE WITH US TOO?


EEEEEH, BUT IT'S EMBARRASSING.
BUT ISN'T IT BETTER TO DO IT IN THE COURTYARD?

AAAH~ YOU'RE RIGHT
STOP IT. EVEN IF IT'S KASUMIN, HE PROBABLY CAN'T DANCE HIP-HOP~

HEY,
SOMETHING'S GOING ON OUTSIDE.
FOR REAL? LET'S GO AND TAKE A LOOK.
WHAT?
HEY, ISN'T IT THAT?
IT'S HASUMI, HUH.
WHAT IS HE DOING?
SPINNING LIKE A TOP, ISN'T HE?

THAT'S THE "WINDMILL".
AH, SO THAT'S WHAT IT CALLED.
A MOVE IN BREAK DANCING.
AH, I WONDER IF I'D BE POPULAR TOO, IF I DANCED.
YUUI-CHIROU? DON'T MAKE ME LAUGH.
AS EXPECTED OF THE MOST POPULAR TEACHER.
QUITE THE ENTER-TAINER, ISN'T HE?
THAT'S RIGHT HE EVEN HAS HIS OWN SQUAD OF FANS.
WHAT'S WRONG, REIKA?
AH, NO... I'M GOING.

AND NOW I'M ALL COVERED IN SAND
I'LL CHANGE INTO A JERSEY NOW...
MAYBE I OVERDID IT
That is...
Miya and Shibahara.
Is he still harassing her?!

I'M NOT GONNA DO AS YOU SAY ANYMORE!
I HAVE HASUMIN ON MY SIDE NOW!
AND YOU'LL GET FIRED FOR THIS!
OR DO YOU PREFER THE POLICE?
WHAT? TOO SCARED TO TALK?

IS THAT ALL YOU WANTED TO SAY?
JUST TRY IT, YOU BITCH!!
AAAH?!
YOUR LIFE HAS COME CRASHING DOWN THE MOMENT YOU CAME HERE ALONE!

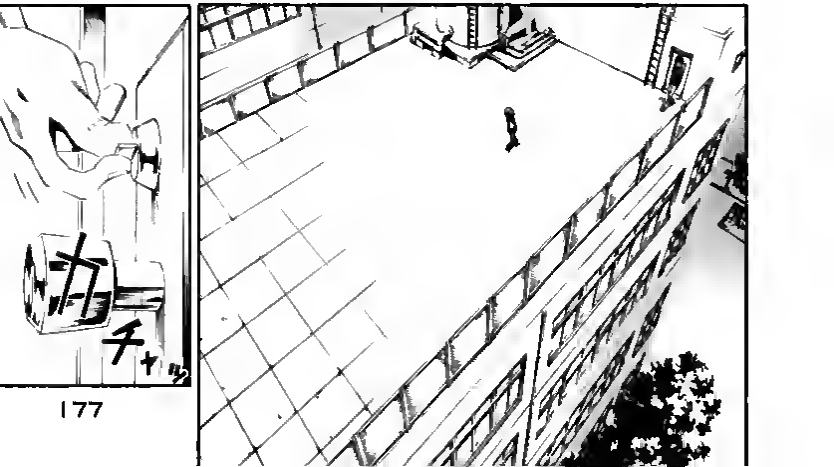
ALL RIGHT LET ME SHOW YOU HOW SCARY ADULTS CAN BE.
I'LL ENGRAVE IT ON YOUR BODY, SO YOU'LL NEVER FORGET IT.
Is he serious?
Crap... No way... I don't want it...
WHAT ARE YOU DOING?
...HASU-MIN!
TSK!

HASU-MIII!
O-OKAY!
MIYA, COME HERE.
HMM?
IS THAT HOW YOU TALK TO YOUR SENPAI?
I'LL ASK YOU ONE MORE TIME
WHAT WERE YOU DOING TO MY STUDENT?
COUNSEL-ING?
WHAT YOU'RE DOING IS JUST SEXUAL HARASSMENT. NO, A RAPE ATTEMPT.
THAT GIRL WAS SHOP-LIFTING.
I'M JUST GIVING HER SOME COUNSELING IS THERE A PROBLEM?

SHUT UP...!!
DON'T GET COCKY, YOU BRAT!!
WHAT?!
UGH...
WHAT ARE...
!?
YOU...

WHAT'S HAPPENING?
ARE YOU TWO ARGUING ABOUT SOMETHING?
...SONODA.
HUMPH!

I'LL REMEMBER THAT.
HASUMI-SENSEI, WAS SHIBAHARA UP TO SOMETHING AGAIN?
WELL, YEAH.
IT'S OKAY THOUGH
FOR NOW.. AT LEAST.

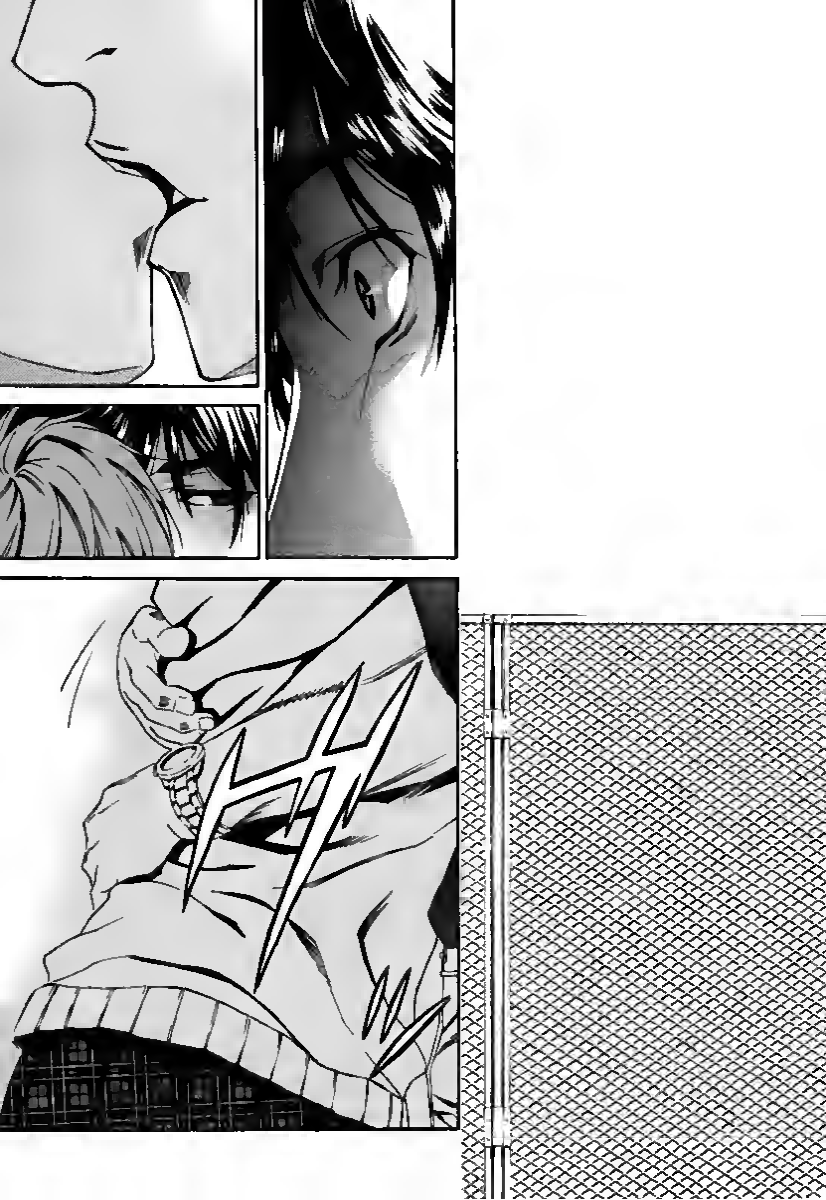

チャリ

MORE IMPORTANTLY, MIYA...
WHY DID YOU GO WITH SHIBAHARA ALONE WITHOUT TELLING ME?
BECAUSE...
ISN'T IT DANGEROUS FOR US TO BE HERE ON OUR OWN?
BESIDES, THAT'S NOT THE REAL REASON, RIGHT?
...YEAH
TROUBLE? WHAT TROUBLE?
I DIDN'T WANT TO CAUSE YOU ANY MORE TROUBLE, HASUMIN.
THEN GIVE HIM A SOUND SCOLDING
I WANTED TO TRICK HIM INTO THINKING HE COULD STILL HAVE HIS WAY WITH ME...

YOU'RE ALWAYS SO GUNGHO...
IF YOU MESS WITH BAD ADULTS, IT COULD TURN INTO SOMETHING IRREVERSIBLE.
ANYWAY, DON'T BE ALONE WITH SHIBAHARA EVER AGAIN
HASU-MIN...
SORRY. IT WAS SO SCARY!
HEY, MIYA...

EH...?
BUT I'M GLAD.
WHEN I WAS IN TROUBLE,
'CAUSE HASUMIN CAME TO SAVE ME.
YOU CAME AND SAVED ME FROM SHIBAHARA.

LET'S GO...
..NO
I GET IT. LET ME GO ALREADY.
DON'T BE SILLY. ISN'T THAT NATURAL?
Ding-dong. Ding-dong.
LET'S STAY LIKE THIS FOR A LITTLE WHILE.
SEE. THE FIRST BELL HAS RUNG.
ポーン
Ding-dong. Ding-dong.



...!
MIYA...
THE LESSON IS STARTING.
LET'S GO.

RUSTLE
GO AHEAD.
IT'S SUSPICIOUS IF WE GO TOGETHER.

WHO'S THERE?
COME DOWN! I KNOW YOU'RE THERE.
Tade-numa?!

WHAT WERE YOU DOING THERE?
NOTHING REALLY.
JUST NAPPING
DID YOU HEAR WHAT WE WERE TALKING ABOUT?
DON'T KNOW
JUST HEARD SOMEONE CRYING.
HEY, WAIT...

Lesson 3 : END

story

YUSUKE KISHI

comic

EIJI KARASUYAMA

staff

TORU TAKAHASHI
SHUN UMAKI
MOTOHIRO SEJIMA
YOSHIHIRO HIRAGA
CHIHARU ARATA
RIE KANOU
KAZUSHI KONNO

special thanks

RYO KODA
Ogikubo Ginza Dining 寄港地

悪の教典

Lesson of the evil

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悪の教典（あくきょうてん） 1

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